DOCUMENT RESUME

ED 145 217 08 CE 013 085

TITLE	Evaluating Programs for the Disadvantaged. Final Report.
INSTITUTION	Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Colorado State Board for Community Colleges and Occupational Education, Denver. Div. of Occupational Education.
PUB DATE	[76]
NOTE	57p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Attitudes; Class Attendance; Disadvantaged Youth; Handicapped Students; *Material Development; *Measurement Instruments; Program Descriptions; *Program Effectiveness; *Program Evaluation; Public Relations; Secondary Education; *Special Education; Special Education Teachers; Student Attitudes; Teacher Attitudes; *Vocational Education; Vocational Education Teachers; Vocational Followup
IDENTIFIERS	Colorado

ABSTRACT

A study was conducted to develop a packet of individual instruments for use in evaluating and perfecting the effectiveness of all special vocational education programs in Colorado. Nine special programs located in schools in eastern Colorado were selected for the study. A literature review, on-site observations, and individual interviews were used to gather information for the development of the instruments. Nine instruments were developed and designed to measure general attitude, student attitude, vocational teacher attitude, special program information, related instructional material, attendance and tardiness, public relations, student follow-up, and special program follow-up. The completed instruments were tested by gathering data from selected students in three different types of programs which were represented in the nine programs included in the study. The nine instruments proved to have content validity and were concluded to be reliable. (All nine instruments are included in the appendix of this document.) (BM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED145217

FINAL REPORT

For A Project Funded By The

Division of Occupational Education
State Board for Community Colleges and Occupational Education

EVALUATING PROGRAMS FOR THE DISADVANTAGED

The Department of Vocational Education
Colorado State University
Fort Collins, Colorado

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OE 0/3 Obs

WITTE BLAKE

CHAPTER I

INTRODUCTION

General Statement

Establishing the answers for effective vocational training and education of the disadvantaged and handicapped which will eliminate poverty, high youth unemployment and excessive dropouts in all phases of the educational system has been a problem for regular vocational educators for several years.

Towne (63) concluded that:

> Each learner should be considered as unique. All students have unique characteristics which are considered by alert teachers in their efforts to foster more effective learning. This is especially true in vocational programs where our opportunities to know each learner are greater than in some other classroom situations.

Our educational system is one of continuous change, and because of this, we seek new and better ways to prepare students for the world of work. "Educational programs for the disadvantaged and handicapped must include the total educational system and capitalize on resources to help assess student needs and prescribe individual prescriptive education based on those needs." (Altfest 3) It is particularly challenging for the regular vocational instructor or the Special Program personnel to prepare the disadvantaged or

handicapped student to be self-efficient. "The teacher must supply for the child the variations which he is unable to supply to himself." (Kephart 35) A variation meaning a different way of doing a task.

Every school and program has children who fail to find success in the educational system. For a number of reasons, these students cannot meet the demands put upon them by the school. They need teachers who are devoted to their individual needs and who are committed to teaching these students. ". . . a child's cry is not for attention, but is the expression of the innate need to be reminded that he exists." (Henry 26)

In his writing in "Improving School Programs for the Educationally Neglected," Cullinane (13) stated:

> . . . a large segment of our youth finds school difficult and distasteful. Many are general course students with no interest in and little aptitude for academic learning. They have met with more and more difficulty as they go through school, and many face with desperation the thought of four or more years of book work. The rewards of education are remote. Some of these youth may sense the value of education, but feel they can never persist through school. They have been beating their heads against a stone wall for ten years or more. Quitting school may not solve any problems, but it does give them instant relief.

As suggested by Altfest (2), the three key elements in teaching students with special needs are:

1. All teachers of special needs students must be more concerned about people and less about programs.

2. Teachers must develop and conduct activities consistent with students' value systems.
3. Teachers should be free of the bonds of tradition.

Individualization is necessary in order to meet the needs of each and every student. In order to make a student self-efficient, his strengths, interests and aptitudes must be emphasized.

With some of this in mind, this study was developed with the thought and hope that the results would be useful as a guide in evaluating and perfecting the effectiveness of all Special Programs. It was decided to develop instruments of General Attitude, Student Attitude, Vocational Teacher Attitude, Special Program Information, Related Instructional-Material, Attendance and Tardiness, Public Relations, Student Follow-Up, and Special Program Follow-Up for the general evaluation and perfection of the effectiveness of all Special Programs.

The Problem

The following problem statement was developed:

To develop a packet of instruments to be used as a guide for the evaluation and perfection of the effectiveness of all Special Programs.

Objectives

The following general objective was developed for this study:

1. To develop a packet of individual instruments for use in evaluating and perfecting the effectiveness of all Special Programs in Colorado.

The following specific objectives were developed:

1. To develop Instrument I to measure General Attitude.

    a) To obtain general attitudinal information from those individuals who are interested in and/or involved in Special Programs.

    b) To determine the satisfaction or dissatisfaction with the Special Programs.

    c) To determine attitude toward expanding Special Programs.

2. To develop Instrument II to measure Student Attitude.

    a) To obtain specific attitudinal information from all those students who are presently enrolled in a Special Program.

    b) To determine student satisfaction or dissatisfaction with Special Programs.

    c) To determine if student goals in the classroom are compatible and relative to their aptitude and ability in the world of work.

    d) To determine student attitudes relative to a college education.

3. To develop Instrument III to measure Vocational Teacher Attitude.

    a) To obtain specific attitudinal information from all regular vocational teachers.

    b) To determine regular vocational teacher satisfaction or dissatisfaction with the Special Program.

    c) To determine attitude toward expanding Special Programs.

4. To develop Instrument IV to measure Special Program Information.

    a) To obtain information directly related to the Special Program.

    b) To determine if classroom instruction is related to on-the-job training.

    c) To determine the effectiveness of Special Programs.

    d) To determine if Program objectives are being met.

5. To develop Instrument V to measure Related Instructional-Material.

    a) To obtain information directly related to instructional materials in the Special Program.

    b) To determine if classroom instruction is related to on-the-job training.

    c) To determine if the correct forms are being utilized for each student and Special Program.

6. To develop Instrument VI to measure Attendance and Tardiness.

    a) To obtain information directly related to attendance and tardiness in the Special Program.

    b) To determine if attendance and tardiness policies exist.

    c) To determine the effectiveness of attendance and tardiness policies.

    d) To determine if the attendance policies are the same in the classroom as they are on-the-job.

7. To develop Instrument VII to measure Public Relations.

    a) To obtain information directly related to public relations in Special Programs.

    b) To determine if public relations are being sought.

    c) To determine if publication of the Program is being met through local media.

8. To develop Instrument VIII to measure Student Follow-Up.

    a) To obtain follow-up information concerning the student who has graduated from, has dropped of his own accord, or was terminated either from the Special Program or from the entire educational system while enrolled in a Special Program.

    b) To determine student satisfaction or dissatisfaction of the Special Program.

    c) To determine the successfulness of the student and his relationship to the Special Program.

    d) To determine the effectiveness of the Special Program.

9. To develop Instrument IX to measure Special Program Follow-Up.

    a) To obtain follow-up information directly related to the Special Program.

    b) To determine the effectivness of the Special Program.

    c) To determine if State guidelines are being met.

Delimitations

The population of this study was limited to Special Programs (reimbursed with Federal vocational funds) being offered at the secondary level in the public schools of eastern Colorado.

The study was further limited to ten selected programs representing three types of Special Programs. The types of programs represented in the selected sample were Coop G, Supplemental Services and the Alternative Schools.

Basic Assumptions

The following basic assumptions were made for this study:

1. The selected sample was a valid example of the total population of Special Programs.
2. Persons interviewed gave true and honest answers.

Definition of Terms

For the purpose of this study, the following definitions were developed and used.

Special Program or Specialized Program - "Those programs which are designed to serve the disadvantaged and handicapped who cannot or are not succeeding in a regular vocational program and for that reason require special educational assistance or a modified vocational education program." (SURGE 60)

Regular Vocational Education Program (SURGE 60)

1. "A regular vocational education program is one that is planned and operated and meets established standards for similar programs within the rules and regulations of the State Board of Education* and other certifying and/or licensing agencies.
2. A regular vocational program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills; completion of the program depends upon the ability of the student to reach the program objectives within the specific period of time allotted.
3. A regular vocational education program usually has entrance requirements, such as reading ability at a specific grade level, computational knowledge and skills at a specific grade level, and physical abilities which will permit the student to use standard facilities and equipment."

Former Student or Program Graduate - Any student who has dropped of his own accord, graduated from, or was terminated either

---

* In Colorado this is the State Board for Community Colleges and Occupational Education.

from the Special Program or from the total school system while enrolled in a Special Program.

Special Program Personnel - Those individuals such as Coop G coordinators, Supplemental Services teachers and/or tutors, and etc., who serve the Special Program.

Mainstreaming - To return the handicapped and disadvantaged to their regular classrooms. (Huffman 31)

Purpose of the Research

The purpose of this study was to develop a packet of instruments which would be useful as a guide in evaluating and perfecting the effectiveness of all Special Programs.

CHAPTER II

PROCEDURES

Introduction

The procedures used in obtaining the data necessary for the completion of this study are presented in this chapter.

Selection of Programs to Be Surveyed

The study population was limited to the eastern Colorado area. A further breakdown was made when selected Special Programs, their personnel, and their students were chosen from this area by a panel of specialists. The selected Programs represented three types of Special Programs. Included in this selection were the following nine Special Programs:

1. The Supplemental Service Program located in Northglenn.
2. The Supplemental Service Program located at Larimer Vocational Technical Center in Fort Collins.
3. The Supplemental Service Program located at Fort Collins High School in Fort Collins.
4. The Coop G Program located at Greeley Central High School in Greeley.
5. The Coop G Program located at Greeley West High School in Greeley.

6. The Coop G Program located at Sterling High School in Sterling.

7. The Save Program at the Alternative School in Westminster.

8. The Open Doors Policy at the Alternative School in Westminster.

9. The Area Vocational School in Westminster.

The Walden High School Coop G Program was originally selected to be included in the validation process, however due to schedule and weather problems it was omitted from the selected group.

Development of the Instruments

On-sight observations were made in an attempt to gather objective data and to eliminate biases for the use in developing the packet of instruments.

Borg (6) suggests that the following procedures are effective in observation.

1. Build a sound background of theory and knowledge in the area of your study.
2. Develop items that are as objective as possible and require a minimum of inference to be drawn by the observer.
3. Be sure that observations are significant. If the information is not significant, the observational technique will probably fail to provide research data.
4. Observing forms that occur infrequently requires a great deal of observational time.

Research interviews were also conducted for the purpose of gathering information to be used in the development of the packet of

instruments. Those interviewed were the regular vocational education teachers, the Special Program personnel and the students enrolled in or having experience in a Special Program. The interviews were extended to the diagnostic teams, advisory committee members, and any and all of those individuals who were interested in and/or involved in Special Programs.

The interview provided for immediate feedback and permitted more communication. Therefore, the data were obtained with maximum validity.

During the personal interviews, effort was made to conduct them without bias. Jackson (33) suggests that:

> A successful interview is a dynamic interpersonal experience that is carefully planned to accomplish a particular purpose. Creating a friendly, permissive atmosphere, directing the discourse into the desired channels, encouraging the respondent to reveal information, and motivating him to keep presenting useful facts require a high degree of technical skill and competence.

A review of literature was also done to help the researcher develop a thorough understanding and insight into previous and present works and trends. A further review of the materials and equipment in Special Programs was also done to establish their relativity to the needs of the students. With this information in hand, the next task was to develop the instruments for the use in evaluating and perfecting all Special Programs. A packet of nine instruments was developed for this purpose. Each instrument was designed to evaluate a

separate part of the Special Program and each was to be completed by a different group of people. The following is a list of the instruments and who they are to be completed by:

Instrument		Completed by
I	General Attitude	All those who are interested and/or involved in Special Programs.
II	Student Attitude	Students enrolled in a Special Program.
III	Vocational Teacher Attitude	Vocational teachers.
IV	Special Program Information	Special Program personnel.
V	Related Instructional-Material	Special Program personnel.
VI	Attendance and Tardiness	Special Program personnel.
VII	Public Relations	Special Program personnel.
VIII	Student Follow-Up	Student who has graduated from, was terminated from, or has dropped a Special Program.
IX	Special Program Follow-Up	Special Program personnel.

Collection of the Data

In depth visitations of all nine Special Programs was one basis for gathering pertinent information. As mentioned, research interviews were also conducted for the purpose of obtaining data and for the purpose of validity. A review of literature, materials and

equipment also proved to be very helpful in establishing guidelines for developing the packet of instruments.

Analysis of the Data

The analysis of the data was arranged basically according to the guidelines and specific requirements as stipulated by law in the Vocational Education Amendments of 1968 and the Proposals for individual Special Programs as required by the State Board for Community Colleges and Occupational Education.

The findings and summaries for this study are inclusive with the development of valid and reliable instruments. These are presented in Chapter IV of this study.

Testing the Instrument

The completed instruments were subsequently used to gather data from one of each of the three types of programs represented in the study. The programs included in this part of the validation process were:

1. The Supplemental Services located at Fort Collins High School.
2. The Coop G Program located at Thornton High School.
3. The Save Program at the Alternative School in Westminster.

In Fort Collins and Westminster, the persons involved in the development of the instrument were excluded from the sample used for

testing the instrument. Three students from each of the three types of programs were selected at random to complete the instruments for students. In addition, the other instruments were administered to the appropriate personnel involved with each of the three programs.

CHAPTER III

FINDINGS

Introduction

The purpose of this chapter is to present the packet of nine instruments developed for the use in evaluating and perfecting the effectiveness of all Special Programs and to fulfill the objectives of the study. Indications of validity and reliability will also be substantiated.

Analysis and Interpretation

To begin with, on-sight observations of a selected sample of Special Programs were made. The purposes of the observations were to:

1. Build a sound background of theory and knowledge in the area of study.
2. Develop items that are as objective as possible and require a minimum of inference to be drawn by the observer.
3. Be sure that observations are significant. If the information is not significant, the observational technique will probably fail to provide research data. (Borg 6)

Research personal interviews were also conducted. The personal interview reached a sample of those who were interested in

and/or involved in Special Programs, selected at random. Included in this group were regular vocational teachers, Special Program personnel and their students, diagnostic teams and advisory committees. Valuable data was obtained in this procedure because of the use of honest feedback and communication.

Literature was reviewed in an attempt to develop a greater understanding and insight of the Special Programs' previous and present works and trends. A further review of the materials and equipment in Special Programs was also made.

In general, the information sought included (1) the setting for learning, (2) the characteristics of educational personnel, (3) the nature of the pupils, and (4) the nature of the educational process. Specific aspects of some areas were examined intensively.

Van Dalen (65) suggests that:

1. The setting for learning is concerned with the legal, administrative, social or physical setting for learning. Included in this setting are the state regulations and guidelines; funding; descriptions of facilities; equipment and supplies; size, length, and frequency of classes; and the social structure in the classroom, home, or community that may influence learning.

2. The characteristics of educational personnel is [sic] concerned with information about teachers, supervisors and administrators. Questions may be raised as to their education, degrees or background. Certification is an important point to remember. Improving teacher effectiveness, attitudes, public relations, and program objectives, as well as, student objectives.

3. The nature of the pupils is concerned with their behavior and attitudes, their socio-economic status, their health, knowledges, skills, academic achievements, intelligence, aptitudes, work or study habits, and likes and dislikes. Other investigations to be concerned with are attendance and dropout records, the number and type of handicapped or disadvantaged or other exceptional students or the number and nature of disciplinary or delinquency incidents.

4. The nature of the educational process is concerned with the programs, processes and outcomes. Curriculum, time allotments for studies and activities, nature and amount of the content in textbooks and instructional materials, the nature and number of school services and adult education services are also of great importance.

These four suggestions were examined and analyzed intensively, and included in the techniques used for the collection of data. The data was then assembled and analyzed as to the most important concepts and their emphasis upon the Special Programs. "After obtaining a composite picture from these various sources, items were constructed that would sample these concepts." (Borg 6)

Validity

By this process, the instruments prove to have content validity. "Validity is often defined as the degree to which a measuring instrument actually serves the purpose for which it is intended." (Ahmann 1)

An extensive process for establishing validity in the packet of instruments was induced. Assuring validity is the most important single aspect in developing instruments.

A number of techniques were used to assure validity. Ahmann (1) includes the following as criteria for content validity:

1. The sample is representative of the total population.
2. They begin with the same educational objectives that guide the Program.
3. They sample certain types of situations or subject matter thoroughly.
4. The items are closely related to the content.

The packet of instruments developed for this study met all of the criteria for validity. The instruments appear to serve the purpose for which they were intended, that for evaluation and perfection of the effectiveness of all Special Programs. The researcher felt confident that the packet of instruments developed is a valid tool for evaluation of these programs.

Reliability

"The perfect instrument must serve the purpose for which it is intended and, in doing so, must produce consistent information." (Ahmann 1) In establishing reliability in the instruments, a modification of the Stability Technique was utilized. "Reliability being the tendency of a measuring instrument to yield consistent information." (Ahmann 1) "The Stability Technique is computed when an instrument is administered twice (with an intervening period of time) to a group of individuals, and the pairs of scores correlated." (Ahmann 1)

The instruments developed in this study were administered twice to the same group of persons with a two week intervening period.

The answers were compared by this researcher and several specialists in Special Programs. It was concluded that the answers and meanings of the answers were the same or nearly the same. Therefore, the instruments were concluded to be reliable.

The Evaluation Instrument Packet

The Evaluation Instrument Packet is presented in this chapter as the findings of the study. It follows.

SPECIAL PROGRAM INVENTORY PACKET

... Coop G

... Supplemental Services

... Alternative Schools

State Board for Community Colleges
and Occupational Education
207 State Services Building
Denver, Colorado 80203

Foreward

This packet of instruments was developed to be used as a guide in the evaluation and perfection of all Special Programs. The instruments are designed to be used for the following Special Programs.

... Coop G

... Supplemental Services

... Alternative Schools

Those persons involved in the development of the packet were Ms. Patricia Rocco, Mr. Paul May, Dr. Duane L. Blake and personnel from selected Special Programs in eastern Colorado.

Brenda Dixon Witte

Introduction

As stated in the 1970 of SURGE (2):

> Special Programs are those programs which are designed to serve the disadvantaged and handicapped who cannot or are not succeeding in a regular vocational education program and for that reason require special educational assistance or a modified vocational education program.

Special Programs are as follows:

1. Cooperative Vocational Education Programs: a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes. (1)

2. Supplemental Service Program: . . . to provide additional education services to students identified by the instructor as not succeeding in a regular vocational program. (1)

3. Alternative Schools in the Areas of Special Programs: to provide education for the disadvantaged student. The school is usually removed from the home high school and is looked upon as the last chance for the disadvantaged student. Included in these schools are the Street Academies, the Save Programs, the Open Door Policies, and etc. (2)

---

(1) State Board for Community Colleges and Occupational Education. VE116 and VE120 Proposals, 1975.

(2) Suggested Utilization of Resources and Guide for Expenditures (Revised Edition): Implementing the Vocational Education Amendment of 1968 for the Disadvantaged and Handicapped. Bureau of Adult Vocational and Technical Education. U.S. Office of Education. June, 1972.

Instrument Selection Grid

This packet of nine instruments is designed for use in the evaluation of all Special Programs. Each instrument is designed to evaluate a separate part of the Special Program and each is to be completed by a different group of people. The following grid will be of help in selecting the instrument desired according to the topic of evaluation and the person or group of persons involved in the evaluation.

INSTRUMENT		INDIVIDUAL TO COMPLETE INSTRUMENT
I	General Attitude	All those who are interested and involved in Special Programs.
II	Student Attitude	Students enrolled in a Special Program.
III	Vocational Teacher Attitude	Vocational Teachers.
IV	Special Program Information	Special Program Personnel.
V	Related Instructional-Material	Special Program Personnel.
VI	Attendance and Tardiness	Special Program Personnel.
VII	Public Relations	Special Program Personnel.
VIII	Student Follow-Up	Student who has graduated from, was terminated from, or has dropped a Special Program.
IX	Special Program Follow-Up	Special Program Personnel.

SPI PACKET

INSTRUMENT I

GENERAL ATTITUDE

This instrument is designed for all those who are interested in, as well as those who are involved in Special Programs.

Please complete all of the questions below by checking yes or no, and making comment when necessary.

Position_____

Type of Program_____

1. Do Special Programs help individuals to become employable at the occupation of their choice? Yes_____ No_____
   Comment:

2. Should Special Programs for the handicapped and disadvantaged be expanded? Yes_____ No_____
   Comment:

3. Should Special Programs for the handicapped and disadvantaged be taken out of the educational system at all levels?
   Yes_____ No_____
   Comment:

4. Do students get any real benefit from supplemental services or Coop G? Yes_____ No_____
   Comment:

5. Does it require much skill and knowledge to teach a disadvantaged or handicapped student in order to make him employable?
   Yes_____ No_____
   Comment:

Instrument I, continued

6. Is the approach of individual prescriptive education in Supplemental Services a waste of money, time and energy?
   Yes_____ No_____
   Comment:

7. Are handicapped and disadvantaged students usually counseled into Special Programs because they cannot succeed in their regular vocational classes? Yes_____ No_____
   Comment:

8. Do Special Programs keep disadvantaged and handicapped students out of the mainstream of society? Yes_____ No_____
   Comment:

9. Is the individual prescriptive education approach in Supplemental Services geared toward preparing handicapped and disadvantaged students for employment? Yes_____ No_____
   Comment:

10. Should Special Programs be isolated and segregated from the home school? Yes_____ No_____
    Comment:

Any further comments would be appreciated:

SPI PACKET

INSTRUMENT II

STUDENT ATTITUDE

This instrument is designed for those students who are presently enrolled in a Special Program.

Please complete all of the questions below that are applicable to your individual Special Program, leaving those questions blank which do not pertain to your Program. Please make comment when necessary.

Type of Program_____

1. Do you meet the assigned duties of the Special Program with good results? Yes_____ No_____
   Comment:

2. Do you show interest and enthusiasm in the Special Program?
   Yes_____ No_____
   Comment:

3. Are your supplemental studies related to your vocational class instruction? Yes_____ No_____
   Comment:

4. Is there enough individual time spent with each student?
   Yes_____ No_____
   Comment:

5. Do you feel that you are getting help from qualified people?
   Yes_____ No_____
   Comment:

Instrument II, continued

6. Do you like the Special Program? Yes_____ No_____
   Comment:

7. Could the Special Program be improved? Yes_____ No_____
   Comment:

8. Do you feel that your instructors are knowledgeable about presenting to you the information used in this Special Program?
   Yes_____ No_____
   Comment:

9. Did the materials presented to you create a challenge?
   Yes_____ No_____
   Comment:

10. Did you have too much spare time in the classroom creating boredom or disinterest? Yes_____ No_____
    Comment:

11. Was discipline too lax? Yes_____ No_____
    Comment:

12. Was discipline too strict? Yes_____ No_____
    Comment:

13. Was there enough equipment and sufficient related materials available for your use? Yes_____ No_____
    Comment:

Instrument II, continued

14. Were the objectives of the Special Program clearly defined to you? Yes_____ No_____
Comment:

15. Did the services provided help you to overcome your deficiency? Yes_____ No_____
Comment:

16. Did you have a vocational objective when you entered the Special Program? Yes_____ No_____
Comment:

17. When you graduate from this Program, do you expect to go on to college? Yes_____ No_____
Comment:

18. Did you enter this Program by a referral? Yes_____ No_____
Comment:

19. Were you behind in academic credits when you entered this Program? Yes_____ No_____
Comment:

20. Do you belong to any organized youth activity? Yes_____ No_____
Comment:

21. Are you aware of any home visits that have been made by your Special Program teacher? Yes_____ No_____
Comment:

Instrument II, continued

22. Do you feel that your Special Program teacher works on your individual differences and needs? Yes_____ No_____
Comment:

23. Does your Special Program teacher visit you at your training site? Yes_____ No_____
Comment:

24. Are you attending any regular vocational classes while enrolled in the Special Program? Yes_____ No_____
Comment:

25. Did you enter the Program by choice? Yes_____ No_____
Comment:

26. Is your classroom instruction related to your job?
Yes_____ No_____
Comment:

Any further comments would be appreciated:

SPI PACKET

INSTRUMENT III

VOCATIONAL TEACHER ATTITUDE

This instrument is designed for regular vocational teachers.

Please complete all of the questions below by checking yes or no, and making comment when necessary.

Type of Program_____

Position_____

1. Do you have interest and enthusiasm in the Special Programs?
   Yes_____ No_____
   Comment:

2. Do you have an interest in students and a willingness to offer help and/or advice to students? Yes_____ No_____
   Comment:

3. Do you provide information to students about vocational education opportunities? Yes_____ No_____
   Comment:

4. Do you provide information to students about Special Programs, if there is a need? Yes_____ No_____
   Comment:

5. Do you help identify student problems and possible solutions?
   Yes_____ No_____
   Comment:

Instrument III, continued

6. Are you prompt in reporting student problems to appropriate personnel (problems of school, social or personal in nature)?
   Yes_____ No_____
   Comment:

7. Do you assist in developing new curriculum or modifying existing curriculum to meet the needs of the students? Yes_____ No_____
   Comment:

8. When necessary, do you work with the counselor and/or Special Program personnel in identification of student problems and possible solutions? Yes_____ No_____
   Comment:

9. Are you able to translate your ideas and the needs of your regular vocational class into an effective media package for the use of the Special Program? Yes_____ No_____
   Comment:

10. Is the individual prescriptive education approach in Supplemental Services being used in your school? Yes_____ No_____
    Comment:

11. Have you ever used the Supplemental Services Program which is available in your school? Yes_____ No_____
    Comment:

12. Have any of your students who were participating in Special Programs improved their performance in your regular vocational classroom as a result of the Special Program? Yes_____ No_____
    Comment:

Instrument III, continued

13. Do you feel that Special Programs increase a student's chance of finding success in his regular school experiences?
Yes_____ No_____
Comment:

14. Do you feel that Special Programs help develop acceptable work habits and positive attitudes? Yes_____ No_____
Comment:

15. Do you feel that Special Programs help develop job-entry level skills? Yes_____ No_____
Comment:

16. Do you know the traits and characteristics of the disadvantaged student? Yes_____ No_____
Comment:

17. Do you understand the concept of mainstreaming? Yes_____ No_____
Comment:

18. Do you feel free to modify everyday classroom instruction?
Yes_____ No_____
Comment:

19. Do you know the traits and characteristics of the handicapped student? Yes_____ No_____
Comment:

Instrument III, continued

20. Do you use any type of form to identify the handicapped or disadvantaged student? Yes_____ No_____
Comment:

Any further comments would be appreciated:

SPI PACKET

INSTRUMENT IV

SPECIAL PROGRAM INFORMATION

This instrument is designed for the Special Program personnel such as the coordinator, the Supplemental Services teachers and tutors, the teachers of the handicapped and disadvantaged, etc.

Please complete all of the questions below that are applicable to your individual Special Program, leaving those questions blank which do not pertain to your Program. Please make comment when necessary.

Type of Program_____

Position_____

1. Do you follow the appropriate program objectives which are outlined in your VE120 or VE116? Yes_____ No_____
   Comment:

2. Do you have adequate and appropriate records of contacts and job openings for your students? Yes_____ No_____
   Comment:

3. Do you show an interest in students and a willingness to offer help and/or advice to students? Yes_____ No_____
   Comment:

4. Do you assist the students in seeking employment who have completed and filled necessary requirements? Yes_____
   No_____
   Comment:

5. Do you actively participate in courses and/or workshops to improve the Special Program? Yes_____ No_____
   Comment:

Instrument IV, continued

6. Do you seek evaluation for continual self-improvement?
   Yes_____ No_____
   Comment:

7. Do you seek evaluation for continual Program improvement?
   Yes_____ No_____
   Comment:

8. Do you work on an individual basis with students by advising on employment possibilities, relocation, if student is considering, and job developing, if job currently does not exist?
   Yes_____ No_____
   Comment:

9. Do you encourage students to use Job Development Specialist services? Yes_____ No_____
   Comment:

10. Do you help identify student problems and possible solutions?
    Yes_____ No_____
    Comment:

11. Do you assist with the Program budget control? Yes_____
    No_____
    Comment:

12. Do you develop realistic goals and objectives for the purpose of improving guidance and counseling services?
    Yes_____ No_____
    Comment:

Instrument IV, continued

13. Are you available and willing to handle student problems?
Yes_____ No_____
Comment:

14. Do you accept more responsibility than is required by the position? Yes_____ No_____
Comment:

15. Do you assist in developing new curriculum or modifying existing curriculum to meet the needs of the students?
Yes_____ No_____
Comment:

16. When possible, do you work with the diagnostic team in identification of student problems and possible solutions?
Yes_____ No_____
Comment:

17. Do you keep the faculty and administration current concerning new program developments? Yes_____ No_____
Comment:

18. Do you provide information and various diagnostic instruments for the purpose of identifying students and to the degree possible, the specific area of deficiency? Yes_____ No_____
Comment:

19. Are you able to translate the regular vocational instructors' ideas and needs into an effective media package? Yes_____
No_____
Comment:

Instrument IV, continued

20. Is special equipment available and in operating condition for student use? Yes_____ No_____
Comment:

21. Do you feel the Special Program increases a student's chances of finding success in a regular school experience?
Yes_____ No_____
Comment:

22. Do you feel that the Special Program increases the chance for student graduation by correcting his deficiencies and main-streaming him? Yes_____ No_____
Comment:

23. Do written policies exist for the selection of students?
Yes_____ No_____
Comment:

24. Are home visits made when necessary for the welfare of students?
Yes_____ No_____
Comment:

25. Does the Special Program allow for the individual differences and needs of students? Yes_____ No_____
Comment:

Any further comments would be appreciated:

SPI PACKET

INSTRUMENT V

RELATED INSTRUCTIONAL MATERIAL

This instrument is designed for the Special Program personnel such as the coordinator, the Supplemental Services teachers and tutors, the teachers of the handicapped and disadvantaged, etc.

Please complete all of the questions below that are applicable to your individual Special Program, leaving those questions blank which do not pertain to your Program. Please make comment when necessary.

Type of Program_____

Position_____

1. Does you Special Program utilize qualified tutors and resource people who are sensitive to special vocational needs?
   Yes_____ No_____
   Comment:

2. Does your Special Program fully utilize skill related labs?
   Yes_____ No_____
   Comment:

3. Are the special services offered in your program coordinated with other community services to avoid duplication?
   Yes_____ No_____
   Comment:

4. Does your related classroom instruction pertain to vocational areas in which your students are being tutored?
   Yes_____ No_____
   Comment:

Instrument V, continued

5. Are training agreements utilized in your Program? Yes_____ No_____
   Comment:

6. Are training plans utilized and on file for each employed student?
   Yes_____ No_____
   Comment:

7. Are related instructional materials adequate in quality and quantity for carrying out related program objectives?
   Yes_____ No_____
   Comment:

8. Are only those students enrolled in approved regular vocational programs eligible for supplemental services? Yes_____ No_____
   Comment:

9. Is any in-service training given to staff members and tutors so that they will be better prepared to identify students with special needs and to devise a prescription to meet those needs?
   Yes_____ No_____
   Comment:

10. Are student profile sheets, including eligibility criteria, the diagnostic team, prescription, and final evaluation complete for each individual student in your Special Program?
    Yes_____ No_____
    Comment:

Any further comments would be appreciated:

SPI PACKET

INSTRUMENT VI

ATTENDANCE AND TARDINESS

This instrument is designed for the Special Program personnel such as the coordinator, the Supplemental Services teachers and tutors, the teachers of the handicapped and disadvantaged, etc.

Please complete all of the questions that are applicable to your individual Special Program, leaving those questions blank which do not pertain to your Program. Please make comment when necessary.

Type of Program_____

Position_____

1. Do written policies exist in your Special Program outlining policies for students who miss in-class instruction and/or participate in job activities on the same day? Yes_____ No_____
   Comment:

2. Do the on-the-job performance records come from the employer evaluation form? Yes_____ No_____
   Comment:

3. Do you keep accurate attendance records for in-class instruction? Yes_____ No_____
   Comment:

4. Do you keep accurate tardy records for in-class instruction? Yes_____ No_____
   Comment:

Instrument VI, continued

5. Does the employer keep accurate tardy records for on-the-job?
   Yes_____ No_____
   Comment:

6. Does the employer keep accurate attendance records for on-the-job? Yes_____ No_____
   Comment:

7. Do you have any type of reward system for attendance both in-class and on-the-job? Yes_____ No_____
   Comment:

8. Does your Special Program have the same attendance policies as the employer has on-the-job? Yes_____ No_____
   Comment:

9. Do you visit the employer regularly so you may learn of attendance, tardiness and evaluation in general? Yes_____
   No_____
   Comment:

10. If a student misses school, do you allow him to go to work?
    Yes_____ No_____
    Comment:

Any further comments would be appreciated:

SPI PACKET

INSTRUMENT VII

PUBLIC RELATIONS

This instrument is designed for the Special Program personnel such as the coordinator, the Supplemental Services teachers and tutors, the teachers of the handicapped and disadvantaged, etc.

Please complete all of the questions below that are applicable to your individual Special Program, leaving those questions blank which do not pertain to your Program. Please make comment when necessary.

Type of Program_____

Position_____

1. Do you promote professional relationships in and outside of your Special Program? Yes_____ No_____
   Comment:

2. Do you succeed in bringing at least one representative (person, firm, etc.) into class per program year to give students some idea of jobs and careers available? Yes_____ No_____
   Comment:

3. Do you pick up the "Job Bank Information System" from the employment agency daily? Yes_____ No_____
   Comment:

4. Do you communicate when possible on job openings which the Special Program can or cannot fill and ask for assistance in student referrals? Yes_____ No_____
   Comment:

Instrument VII, continued

5. Do you communicate with the staff on items that pertain to student welfare, advice concerning the Program, etc.? Yes_____ No_____
Comment:

6. When requested, do you serve as a resource person to area schools, civic organizations such as Kiwanis, Lions, Rotary, Elk, etc., service clubs, and parent organizations?
Yes_____ No_____
Comment:

7. Do you coordinate with community agencies in order to avoid duplication and provide students with the broadest possible resources? Yes_____ No_____
Comment:

8. Are your advisory committees representative of the total community, school and student body? Yes_____ No_____
Comment:

9. Are you involved in community activities? Yes_____ No_____
Comment:

10. Do you utilize local media for publication of the Program?
Yes_____ No_____
Comment:

Any further comments would be appreciated:

SPI PACKET

INSTRUMENT VIII

STUDENT FOLLOW-UP

This instrument is designed for the student who has dropped of his own accord, graduated from, or was terminated either from the Special Program or from the total school system while enrolled in a Special Program.

Please complete all of the questions below that are applicable to your individual Special Program experience, leaving those questions blank which do not pertain to you. Please make comment when necessary.

Type of Program_____

Indicate Class:

___ a. Terminated from the Special Program
___ b. Terminated from the total school system while enrolled in a Special Program
___ c. Graduated
___ d. Dropped of own accord

1. Are you employed? Yes_____ No_____
   Comment:

2. If employed, was this job obtained through the Special Program?
   Yes_____ No_____
   Comment:

3. Are you employed in an occupation which is related to your vocational training? Yes_____ No_____
   Comment:

4. Did the Special Program personnel state clearly the occupational performance objectives for your individual needs?
   Yes_____ No_____
   Comment:

Instrument VIII, continued

5. Were you able to achieve the occupational performance objectives which were written up specifically for you by the Special Program personnel? Yes_____ No_____
Comment:

6. Since attendance in the Special Program has your interest in your vocation increased? Yes_____ No_____
Comment:

7. Are any further services needed to help you become successful in the world of work? Yes_____ No_____
Comment:

8. Are you employed full time? Yes_____ No_____
Comment:

9. Are you employed part time? Yes_____ No_____
Comment:

10. Since graduation from the Special Program, have you furthered your development of occupational skills? Yes_____ No_____
Comment:

Any further comments would be appreciated:

SPI PACKET

INSTRUMENT IX

SPECIAL PROGRAM FOLLOW-UP

This instrument is designed for the Special Program personnel such as the coordinator, the Supplemental Services teachers and tutors, the teachers of the handicapped and disadvantaged, etc. One of these instruments must be completed for each student.

Please complete all of the questions below that are applicable to your individual Special Program, leaving those questions blank which do not pertain to your Program. Please make comment when necessary.

Type of Program_____

Position_____

1. If the student is graduated from your Special Program, is he employed? Yes_____ No_____
   Comment:

2. Is the student employed full time? Yes_____ No_____
   Comment:

3. Is the student employed part time? Yes_____ No_____
   Comment:

4. If the student dropped or was terminated from your Program, is he employed? Yes_____ No_____
   Comment:

5. Are there appropriate and adequate records on student follow-ups kept by your Program? Yes_____ No_____
   Comment:

Instrument IX, continued

6. Has the State Board for Community Colleges and Occupational Education done any follow-up work on students during time in school and after graduation from your Program?
   Yes_____ No_____
   Comment:

7. Is the student employed in an occupation which is related to his vocational training? Yes____ No_____
   Comment:

8. Were written occupational performance objectives individually constructed for each student? Yes_____ No_____
   Comment:

9. Were occupational objectives for each student achieved?
   Yes_____ No_____
   Comment:

10. After students graduate from your Program, are any further services needed to help the student become successful in his vocation? Yes_____ No_____
    Comment:

11. If a student was terminated, was his employer informed?
    Yes_____ No_____
    Comment:

Instrument IX, continued

12. Have any of your students also been registered for regular vocational classes while they were enrolled in your Special Program?
Yes_____ No_____
Comment:

13. Did the dropout rate decrease with the effective implementation of Special Programs? Yes_____ No_____
Comment:

14. Did the employment rate of vocational students increase with the implementation of Special Programs? Yes_____ No_____
Comment:

15. Did the rate of absenteeism decrease with implementation of Special Programs? Yes_____ No_____
Comment:

16. Has the VE123 Follow-Up Instrument been used in your Special Program? Yes_____ No_____
Comment:

Any further comments would be appreciated:

BIBLIOGRAPHY

1. Ahmann, J. Stanley and Glock, Marvin D. Measuring and Evaluating Educational Achievement. Boston: Allyn and Bacon, Inc., 1971.

2. Altfest, Myra (ed.). Vocational Education for Students with Special Needs: A Teacher's Handbook. Colorado State Board for Community Colleges and Occupational Education, 1975.

3. Altfest, Myra (ed.). Vocational Education for Students with Special Needs: An Administrator's Handbook. Colorado State Board for Community Colleges and Occupational Education, 1975.

4. Bartz, Albert E. Elementary Statistical Methods for Educational Measurement. Minnesota: Burgess Publishing Company, 1967.

5. Benedict, Ruth. Patterns of Culture. New York: The New American Library of World Literature, Inc., 1934.

6. Borg, Walter R. Educational Research: An Introduction. New York: David McKay Company, Inc., 1963.

7. Bowen, Elenore Smith. Return to Laughter. New York: The Natural History Library, Anchor Books, Doubleday and Company, Inc., 1964.

8. Buck, Robert. Vocational Education for Student's with Special Needs: A Teacher's Handbook, ed. Myra Altfest. Colorado State Board for Community Colleges and Occupational Education, 1975.

9. Byram, Harold M. "Five Issues in the Evaluation of Vocational Agriculture," American Vocational Journal. February, 1971.

10. Coles, Robert. Uprooted Children. New York: Harper and Row, Publishers, Inc., 1970.

11. Colorado Department of Education. Guidelines for the Referral, Diagnosis, and Placement of Perceptual/Communicative and Emotional/Behavioral Handicapped Public School Students in Colorado. Independently written article for Colorado Department of Education. Denver, Colorado, 1975.

12. Colorado State University, Department of Vocational Education. Vocational Education. Report of Vocational Education and including the Vocational Education Act of 1963 and the Vocational Amendemnts of 1968.

13. Cullinane, J. A. "Improving School Programs for the Educationally Neglected," How to Implement Individual Prescriptive Education. Huffman, Harry, Project Tomorrow, Colorado State University, Colorado State Board for Community Colleges and Occupational Education, 1972-73.

14. D'Ambrosio, Dr. Richard. No Language But a Cry. New York: Dell Publishing Company, Inc., 1970.

15. Deno, Evelyn N. (ed.). Instructional Alternatives for Exceptional Children. Virginia: The Council for Exceptional Children.

16. Emerson, Ralph Waldo. Vocational Education for Student's with Special Needs: A Teacher's Handbook, ed. Myra Altfest. Colorado State Board for Community Colleges and Occupational Education, 1975.

17. Engstrom, Rudolph E. Vocational Agriculture and FFA Activities Evaluation. Thesis, Master of Education. Colorado State University, 1973.

18. Farrald, Robert and Schamber, Richard. Vocational Education for Student's with Special Needs: A Teacher's Handbook, ed. Myra Altfest. Colorado State Board for Community Colleges and Occupational Education, 1975.

19. Federal Register, op. cit., Section 102.40--Cooperative Arrangement, p. 7342.

20. Firth, Raymond. Human Types: An Introduction to Social Anthropology. New York: The New American Library of World Literature, Inc., 1958.

21. Gearheart, Bill R. and Weishahn, Mel W. The Handicapped Child in the Regular Classroom. Saint Louis: The C. V. Mosley Company, 1976.

22. Gehres, Cleora. Art As a Developmental Technique in Reading Readiness. An independently written article.

23. General Assembly of the State of Colorado. An Act - "Handicapped Children's Educational Act." Colorado revised status, 1963.

24. Glaser, Robert. "The Design and Programming of Instruction," The Schools and the Challenge of Innovation, ed. Marvin Bower et al. New York: McGraw-Hill Book Company, 1969.

25. Gottlieb, David and Ramsey, Charles. The American Adolescent. Illinois: The Dorsey Press, Inc., 1964.

26. Henry, Jules. Culture Against Man. New York: Random House, Inc., 1963.

27. Henry, Jules. Jules Henry on Education. New York: Vintage Books, a Division of Random House, 1966.

28. Herndon, James. The Way It Spozed to Be. New York: Bantam Books, 1969.

29. Holvoet, Jennifer F., Keilitz, Ingo and Tucker, Dennis J. "Mand Interactions in Retarded and Nonretarded Adolescents: An Observational Study in Vocational Settings," Education and Training of the Mentally Retarded, Vol. 10. December, 1975.

30. Horwitz, Julius. The Inhabitants. New York: New American Library of World Literature.

31. Huffman, Harry et al. How to Implement Individual Prescriptive Education. Project Tomorrow, Colorado State University, Colorado State Board for Community Colleges and Occupational Education, 1972-73.

32. Irelan, Lola M. (ed.). Low Income Life Styles. U.S. Department of Health, Education, and Welfare, Welfare Administration, Division of Research. Publication No. 14.

33. Jackson, Harrisene. There's Nothing I Own That I Want. New Jersey: Prentice-Hall, Inc., 1974.

34. James, H. Thomas. "Financing More Effective Education," The Schools and the Challenge of Innovation, ed. Marvin Bower et al. New York: McGraw-Hill Book Company, 1969.

35. Kephart, Newell C. Learning Disability: An Educational Adventure. Indiana: Kappa Delta Pi Press, 1968.

36. Kozol, Jonathan. Death at an Early Age. New York: Bantam Books, Inc., 1967.

37. Larimer County Voc-Tech Center. Incentive Evaluation System for Support Staff Members. Adopted by Larimer County Board of Cooperative Services, 1974.

38. Larson, Milton E. "Attitude, Money and Program," Contemporary Concepts in Vocational Education. Independently written article in 1st yearbook. Washington, D.C.: American Vocational Association, Inc., 1971.

39. Leinwand, Gerald. Problems of American Society--Poverty and the Poor. New York: Pocket Books, December, 1968.

40. Madison, Betty D. A Framework for Reading. An independently written article.

41. Mager, Robert F. Developing Attitude Toward Learning. California: Fearson Publishers, 1968.

42. Mager, Robert F. and Beach, Kenneth M., Jr. Developing Vocational Instruction. California: Fearson Publishers, 1967.

43. McMurrin, Sterling M. "Innovation and the Purposes of Education," The Schools and the Challenge of Innovation, ed. Marvin Bower et al. New York: McGraw-Hill Book Company, 1969.

44. Mendenhall, William and Ott, Lyman. Understanding Statistics. California: Duxbury Press, 1972.

45. Miller, Katherine G. The Use of Color in Reading. An independently written article.

46. Moss, Jerome, Jr. "A Hard Look at Our Evaluation Practices," American Vocational Journal. February, 1971.

47. Netzinger, Richard. Special Education. An independently written article for Vocational Education.

48. Parker, Scott L. et al. Improving Occupational Programs for the Handicapped. Washington, D. C.: Management Analysis Center, Inc.

49. Prosser, Charles A. and Quigley, Thos. H. Vocational Education in a Democracy. Chicago: American Technical Society, 1968.

50. Public Law 88-210, 88th Congress, Approved December 18, 1963. Vocational Education Act of 1963.

51. Public Law 90-576, 90th Congress, H. R. 18366. An Act, Vocational Education Amendments of 1968, October, 1968.

52. Riessman, Dr. Frank. Helping the Disadvantaged Pupil to Learn More Easily. New Jersey: Prentice-Hall, Inc., August, 1967.

53. Sharp, Billy B. and Weldon, Ward. Learning: The Rhythm of Risk. Illinois: Combined Motivation Education Systems, Inc., 1971.

54. Silberman, Charles E. Crisis in Black and White. New York: Vintage Books, a Division of Random House, 1964.

55. Smith, Brandon B. and Moss, Jerome, Jr. Developing a State System of Managed Research and Development Activities. Minnesota: Minnesota Research Coordinating Unit for Vocational Education, 1972.

56. Sniff, William F. A Curriculum for the Mentally Retarded Young Adult. Illinois: Charles C. Thomas, Publisher, 1970.

57. State Board for Community Colleges and Occupational Education. Industrial Cooperative Education: Coordinators Handbook. Denver, Colorado.

58. State Board for Community Colleges and Occupational Education. VE 116 Proposal, Guidelines for Submitting Application for Disadvantaged and/or Handicapped Supplemental Services, 1975.

59. State Board for Community Colleges and Occupational Education. VE 120 Proposal, Cooperative Education Program, 1975.

60. Suggested Utilization of Resources and Guide for Expenditures (Revised Edition): Implementing the Vocational Education Amendment of 1968 for the Disadvantaged and Handicapped. Bureau of Adult Vocational and Technical Education. U.S. Office of Education.

61. Taylor, Robert B. Cultural Ways: A Compact Introduction to Cultural Anthropology. Boston: Allyn and Bacon, Inc., 1969.

62. Thomas, J. Alan. "Governmental Cooperation to Improve Efficiency in Education," The Schools and the Challenge of Innovation, ed. Marvin Bower et al. New York: McGraw-Hill Book Company, 1969.

63. Towne, Douglas C. and Wallace, Sydney. Vocational Instructional Materials for Students with Special Needs. Oregon: Northwest Regional Educational Laboratory, 1972.

64. Tuckman, Bruce W. and O'Brian, John L. Preparing to Teach the Disadvantaged: Approaches to Teacher Education. New York: The Free Press, 1969.

65. Van Dalen, Deobold B. and Meyer, William J. Understanding Educational Research. New York: McGraw-Hill Book Company, 1966.

66. Wirth, Louis. The Ghetto. Chicago and London: The University of Chicago Press, 1964.

67. Yagel, Myron M. "Measures of Self-Concept Which Are Predictors of Job Success for Appalachian Adolescents with School Learning Problems," Education and Training of the Mentally Retarded, Vol. 10. December, 1975.